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WILLIAM B. FOWLE, EDITOR.

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OUR COMMON SCHOOL SYSTEM.

NO. V.

NORMAL SCHOOLS.

THERE can be no doubt that every system of education must be defective unless it provides for the education of teachers. Until within a few years the schools of New England have depended for their supply of teachers mainly upon the common schools, where the common branches were imperfectly taught; and upon the incorporated academies, in which such as could afford it spent one or two terms, to finish their education, and become prepared to teach. Since the establishment of normal schools, the academies have greatly improved, and, as far as our observation reaches, they do not differ essentially from the normal schools, and some of them would consider it no compliment to be told that they were only equal to the latter. The object of the Legislature of Massachusetts in establishing normal schools was, to qualify teachers for our common schools, and to this end they should be directed until the common schools are fully supplied. If this be the object, an important inquiry is, what sort of teachers should be placed over normal schools? what sort of instruction should be given in them? and what sort of pupils should be admitted to them?

In our common schools are found children of all ages, and as it is important for the youngest to be properly instructed, the teacher of a normal school should be one accustomed to teach young children the very elements of knowledge, and,

what is all-important, he should illustrate his instructions by teaching young children in the presence of the normal pupils. It is better than nothing for the latter to be *told* how they must teach little children, but every person of good understanding knows the difference between describing a thing and showing it,—between theory and practice. We venture to say, that the Principals of our normal schools have not always been men accustomed to giving elementary instruction, but have rather been selected for their acquaintance with the higher branches, and especially for their skill in the higher parts of Arithmetic, in Algebra and Geometry. Occasionally an assistant teacher has spent a term or two in a district school, but generally, the assistants have been normal pupils promoted to the rank of normal teachers, without any experience in the common school-room.

When, therefore, we are told, as we have been, that, in our normal schools, the pupils are taught "the *science* and *art* of teaching with reference to orthography, reading, writing, drawing, music," &c. &c., it must be understood that the instruction has been given by those who have had little or no practical acquaintance with the art of teaching these things, and often by those who but indifferently illustrate these branches in their own practice. It may be doubted whether the normal school does not fall below the academy, in so far as the lower branches are often taught in the latter, and the advanced pupils can see how they are taught, while they are preparing to become instructors.

But we are told from high authority, that "to each normal school an experimental or model school is attached. This school is under the control of the Principal of the normal school. The pupils of the normal school assist in teaching it. Here the knowledge which they acquire in the science of teaching is practically applied. The art is made to grow out of the science instead of being empirical. (The best teachers we have ever known have been those where the art introduced and perfected the science, 'practice making perfect.') The Principal of the normal school inspects the model school, more or less, (less, rather than more, it is suspected,) daily. He observes the manner in which his own pupils exemplify in practice the principles he has taught them. Sometimes all the pupils of the normal school, together with the Principal, visit the model school in a body, to observe the manner in which the teachers of the latter, *for the time being*, conduct the recitations or exercises. Then, returning to their own school-room,

in company with the assistant teachers themselves, who have been the objects of inspection, each one is called upon to deliver his views, whether commendatory or otherwise, respecting the manner in which the work has been performed. At this amicable exposition of merits and defects, the Principal of the normal school presides. After all others have presented their views he delivers his own," &c. &c. Now all this is very pretty, but we venture to say, that no one who has witnessed these *phenomena*, would call them by any other name than *play*. The truth is, that the *model* schools have always been mis-named, and the best friends of the normal schools have often entertained doubts whether they were not an injury, while the parents of the children that have been practised upon, have generally liked every thing about the school, except its connection with the normal school. Just so far as it is essential to the success of any school that its teachers should be permanent, it must be injurious to the model schools to have new assistants every two or three weeks, to use them as boys do snow, by forming them into various shapes, to be broken up and remodelled as long as the materials will bear it. In this sense, these schools are model, or rather modelling, schools, but, we fear, in no other, so far as the influence of the normal school upon them is concerned.

As to the kind of instruction, there can be no doubt that this should be mainly of a practical character, relating almost exclusively to the art of teaching. The science, of which the above extract speaks, may be obtained elsewhere, and should be obtained there; and, when the normal schools were established, the supposition was, that it had been obtained by many, and all the normal schools had to do was to show the young candidates how to communicate what they knew to others. Such as were thus qualified did not enter the normal schools in any number, and the qualifications for admission were placed so low, that the schools were filled with those who needed instruction in every thing, from orthography and plain reading upward. The Principals and assistants of our normal schools have done little else than teach the common branches, as they are taught in high schools and academies. Nay, worse than this, among the terms of admission, nothing is said of tact or aptness to teach, and of those admitted into the normal schools a very large proportion can never become good teachers. No one will pretend, we think, that ability to acquire knowledge is any guaranty of ability to impart it to children, but it will be objected that there is no way to ascertain whether a young

person has any aptness for teaching, and all we can do is to educate him and run the chance of failure.

This brings us to what is called our hobby. We maintain that it is perfectly easy to ascertain which children do, and which do not possess the tact so essential to every teacher. If the teacher of a common school were allowed to use his best pupils as assistant teachers, the teaching faculty would be soon developed, and with it the ability to govern. In the last school we taught, the average number of pupils, of all ages and degrees of knowledge, was about one hundred. We had no assistant but our pupils, and, by employing every one of these in teaching those less advanced than themselves, we knew which could teach and govern, as certainly as which could spell or read. But the Board of Education are afraid of the use of pupils as assistants, they have set their faces against any such use of them, and, we fear, against every one who advocates any such use of them. In the model schools, which should be nurseries of teachers, no such heresy would be tolerated. Our own humble manual for teachers is not used or alluded to in the normal schools, although *theoretical* text books abound there, and this exclusion arises mainly from our heresy in this particular, although one would think this was the place to examine all heresies in education. At any rate, knowing in what direction our interest lay, and now lies, we may lay some claim to honesty at least in the course we have pursued.

But, besides the neglect of instruction in the art of teaching, the instruction given in the common branches is not always of the first quality, and is not given in due proportions. The fault of our common schools has long been that arithmetic has swallowed up all the other branches. This is the test branch, and a teacher, who can bear an examination in this, is rarely rejected by the examining committee. This excess of a good thing also pervades, and always has pervaded, the normal schools, but as arithmetic and its kindred branches must be taught in the common schools, it is a proper subject of instruction in the normal schools. In one of these schools an attempt has lately been made to introduce other languages than English; the attention of the young teachers has been diverted from the legitimate subjects of instruction, and, of course, the time of the Principal, already misapplied, as we have shown, is proposed to be wasted, as far as the common schools are concerned; for, who does not see, that, after the pupil has learned French and Latin, instead of being better fitted to teach a common school, she will seek for a private school, or

some situation where these languages will be of service, and bring a better price. We do not object to the young teachers' learning these languages, but only to their doing it, *at present*, at the public expense.

But there is another and more important respect in which the instruction given in our normal schools is defective. There can be no doubt, we think, that teachers of youth should be models of morals and manners. To the good morals of the teachers of our common schools we are pleased to be able to bear favorable testimony. We have been familiar with many thousands of them, and have never once witnessed any intemperance, any immorality of conduct, or any profane or indecent conversation. The worst fault we have observed has been the use of tobacco, but the committees, even the clerical members, sometimes use the weed, and, while they do so, the teachers can not be expected to abstain. In all our dealings with young teachers, we have uniformly found them honest, and virtuous, and yet we can not say that we think them all deeply impressed with their responsibility, as teachers, to watch with unceasing care over the moral and religious character of their pupils. A very large number regard only the salary, mean as that often is, and, never intending to continue to be teachers, they are apt to overlook the fact, that, whether they are well paid or not, whether they are to complete the education of their pupils or not, they are responsible for their progress in virtue, as well as in knowledge, while under their care.

We have not observed any deficiency in the tone of morals inculcated in our normal schools, though, perhaps the importance of character to children, and the responsibility of teachers in forming their characters, have not been sufficiently dwelt upon. In manners there has been a great deficiency of instruction, or a great disregard of it. We have often said at Teachers' Institutes, and we feel bound to declare, that the pupils and graduates of our normal schools, and, of course, the mass of other teachers, are not models of graceful, finished, elegant, accomplished manners. In this respect, the females are far in advance of the males in appearance, and ease, but it is evident that neither are drilled sufficiently in this matter. The young gentlemen are too apt to be clownish, and the young ladies, pert, unladylike, rude. The males are apt to know little of the rules of etiquette and good-breeding, and the females to care too little for them. There are many honorable exceptions of each sex, and these will sustain us in our endeavor to elevate the standard of the rest. We have seen as

perfect Dominie Sampsons in New England as Sir Walter ever saw in Scotland, and we think the low estimation in which our district teachers are often held, arises mainly from the want of manners. This is the reason why so few lessons in manners are given in our school-rooms, and the general impression is that every generation grows more rude, more disobedient and more irreverent. On this account we have insisted upon the importance of sending our normal teachers forth as perfect models of good-breeding, and gentle and refined manners, as they can be made in one year. We consider this more important than any thing else taught in these schools, and we only hope that we shall be pardoned by our young friends for speaking so plainly upon the subject. There must be a great reform in the points to which we have alluded, or the normal schools will cease to retain the regard of their friends, as they have long ceased, we think, to do the great work that was expected of them.

BALTIMORE PUBLIC SCHOOLS.

Before us lies a very full and interesting account of the Public Schools of Baltimore. We are sorry that they are not *Free* schools, in the Massachusetts sense of the word, but the amount charged to the pupils for tuition is almost nominal, and those unable to pay this small tax are probably admitted gratis. We have already expressed our opinion on the relative advantages of schools entirely free and such as those of Baltimore, and we have no doubt that, ere long, that city will take the second step in general education, as the great State of New York has just done; and, when the white children are all educated, we trust that some of the crumbs, which may fall from their loaded table, will be picked up by the children of the colored class, who must be a pest and a nuisance in their present uneducated condition, if we may judge of them by the 1500 white vagrants that infest the good city of Boston.

The schools of Baltimore were legally authorized in 1826, but no schools were opened till 1829. The beginning was feeble, and the progress for several years discouraging. In 1838, the Board of Commissioners concluded that the system of instruction which had prevailed was in fault, and the Monitorial plan was modified by the employment of assistant

teachers, probably to look after the monitors. This alteration was not satisfactory, and, in 1839, the use of monitors was entirely dispensed with, and a high school for boys was established. In 1844, two female high schools were opened, and, in 1848, primary schools were established, and now the system is considered very complete.

We are pleased to see that in the high schools, and grammar schools, the sexes are instructed separately, but whether this is the case in the primary schools also does not appear. The Report speaks of ten *female* primary schools, but of no *male* schools of this grade. The chief teachers and nearly all the assistants at the high schools are males. The Principals of the eleven male grammar schools are males, the chief assistant also is a male, but the other assistants are females. The Principals and assistants of the eleven grammar schools are all females, as are all the Principals and assistants of the nine primary schools. The number of male teachers being 34, and that of female teachers 85.

In the central high school are 240 boys, and in ten* male grammar schools 2,820 more, making a total of 3,060 boys. In the two female high schools are 320 girls, and in the eleven female grammar schools 2,462 more, in all, 2,782. What the proportion is in the primary schools, if they are mixed schools, does not appear in the Report, but the whole number of pupils in them is 1,251, so that the whole number in all the schools is 7,093.

In Boston, the number of inhabitants is 135,000, and in Baltimore, 169,000. In the schools of Boston are more than 20,000 pupils, and in those of Baltimore 7,093. This wide difference is in part caused by the fact, that, probably, though the Report does not say so, none but white children are admitted into the Baltimore schools; but we have no doubt that the charge for tuition, low as it is, keeps out many, not only of the very poor, but of the better classes, the *imaginary* poor, who are the poorest of all men. The number and nature of the studies in the several grades of schools are not given in the Report, but the catalogue of books used is a frightful one. Latin, Greek, German, French, Spanish, English, Geometry and Algebra in all their applications, the natural sciences, History, Physiology, Drawing, &c. &c., are taught in the boys' high school, but the modern foreign languages, with Greek and Latin, are omitted in the female high schools,

* No account is given of school No. 7, which perhaps is suspended.

probably on the ground that Algebra and Geometry, which are retained, being usually "all Latin and Greek" to the girls, render special instruction in Greek and Latin unnecessary! In the grammar schools of Boston, Algebra is taught to the girls, but it is generally conceded that it is of little use to them, unless they become teachers of boys, and it may be a question whether any but such as intend to become teachers should spend any time upon it, and these should be instructed at normal schools.

The rejection of the Monitorial, or, rather, of the Mutual Instruction system, is a more serious matter, for it is a virtual denial of the axiom that "Teaching is learning." The Monitorial, or Lancasterian system, as first introduced into this country at New York, Philadelphia and Baltimore, was defective in many respects, and the teachers would not have advanced far under any system, but we maintain that even an imperfect system, which exercises the young minds by requiring them to communicate what they have learned to other minds, must be superior to any system that requires no such exercise. We never saw a school in better order, or making finer progress, than the Mayhew school of Boston, where more than 400 boys were under one teacher, who taught them strictly on the Monitorial plan by the aid of one assistant, who would not have been needed had the pupils been all in one room. This same teacher was afterwards employed in one of our State normal schools, and is still living, and as capable as ever of making this sort of demonstration. We are fully persuaded that some modification of the Monitorial, or Mutual Instruction plan, will yet be adopted in all our large cities, not only because half the expense of instruction will be saved, but because the quality of the instruction will be improved. We have tried the plan in a high school, where countless branches and three or four languages were taught, and we know of what we affirm.

Memory seems to deal only with the past, and yet one of its best efforts is remembering to do justly.

It is great wisdom to forget other men's faults by remembering our own.—*Socrates*.

THOUGHTS OF HEAVEN.

No sickness there,

 No weary wasting of the frame away,
No fearful shrinking from the midnight air,
 No dread of summer's bright and fervid ray !

No hidden grief,

 No wild and cheerless vision of despair ;
No vain petition for a swift relief,
 No tearful eye, no broken hearts are there.

Care has no home

 Within that realm of ceaseless praise and song—
Its tossing billows break and melt in foam,
 Far from the mansions of the spirit throng.

The storm's black wing

 Is never spread athwart celestial skies !
Its wailing blends not with the voice of spring,
 As some too tender flow'ret fades and dies.

No night distils

 Its chilling dews upon the tender frame,
No moon is needed there ! the light, which fills
 The land of glory, from its Maker came.

No parted friends

 At mournful recollections weep ;
No bed of death enduring love attends,
 To watch the coming of a pulseless sleep !

No blasted flower

 Or withered bud celestial gardens know !
No scorching blast, or fierce descending shower,
 Scatters destruction like a ruthless foe !

No battle word

 Startles the sacred host with fear and dread ;
The song of peace Creation's morning heard,
 Is sung wherever angel minstrels tread !

Let us depart

 If hours like these await the weary soul,
Look up, thou stricken one ; thy wounded heart
 Shall bleed no more at sorrow's stern control.

With faith our guide,

 White robed and innocent to trace the way,
Why fear to plunge in Jordan's rolling tide,
 And find the ocean of Eternal day ?

Anonymous.

GRADUAL PROGRESS OF TRUTH.

The following remarks were made by Emile de Girardin at the late Peace Congress at Frankfort. They apply not only to the peace enterprise, but to other moral enterprises as well.—*Christian Register.*

"In relation to the ultimate success of our efforts," said the orator, "my faith is strong. And may I be permitted, as an illustration of the source of my confidence, to make one personal allusion? Last year, after the session of the Peace Congress in Paris, I was greatly exhausted in body and mind, partly by ill health, and partly by the labor and fatigue I had endured in connection with that assembly. Under these circumstances I retired to a small sea-port town in my native country of Wales, to enjoy a little rest and relaxation. I remember well one day, while oppressed with that despondency which is produced by ill health and re-action after great excitement, I was gazing into the harbor, and saw a large vessel deeply imbedded in the mud, that had been left as a sediment by the retiring tide. What an enormous amount of mechanical force, thought I to myself, would be necessary to lift this huge ship from this spot, and carry it to yonder ocean! By what means can it be removed from its sunken bed? While I was thus meditating, I beheld the first small wave of the returning tide, as it silently stole along, and gently laved the keel of the vessel. And is it possible, I thought, that an agent so feeble as this can ever succeed in moving it from its place? But I continued to watch. I saw the waters increasing and swelling, until in about an hour I beheld the whole of that mighty mass, with its wood and iron and rigging, tossed like a feather on the top of the waves. And in the course of the evening, I saw it, with spreading canvass going forth from the harbor, and borne onward grandly and gallantly towards its destination on the bosom of the ocean.

"Yes, I said to my own faithless and desponding heart, I will accept this as a symbol. The cause of permanent and universal peace lies thus stranded and sunk in the foul mud of prejudices, left behind by centuries of violence and blood. And how is it to be removed? Not by mechanical force of any kind, but by the power of an enlightened public opinion;—feeble at first as the rippling wavelet I saw an hour ago, kissing the keel of that vessel. But the waters are rising. I hear

already the deep, murmuring sound of their approach. And they will continue to rise and expand, and swell in bulk and volume, till the whole noble vessel shall be fairly lifted from its place. Yes, I do not despair to live to see the time when it shall go forth with outspread sails on the broad ocean, having flying at its mast-head,—not the union-jack of England, nor the American stars and stripes, nor the tri-color of France, not even the symbol of the United Germanic nation, which on every side is waving around and above us here,—but something better and holier than any or all of these,—the broad banner of Universal Humanity, having inscribed upon it, as a motto, that sublime utterance of divine love,—‘*God hath made of one blood all nations of men to dwell on the face of the earth.’*”

DISCOVERIES OF THE LAST HALF CENTURY.

In no period since the commencement of the world have so many important discoveries, tending to the benefit of mankind, been made, as in the last half century. Some of the most wonderful results of human intellect have been witnessed, and some of the grandest conceptions of genius perfected. It is remarkable how the mind of the world has run into scientific investigation, and what achievements it has effected in that short period.

Before the year 1800, there was not a single steamboat in existence, and the application of steam to machinery was unknown. Fulton launched the first steamboat in 1807. Now there are three thousand steamboats traversing the waters of America, and the time saved in travel is equal to seventy per cent. The rivers of nearly every country in the world are traversed by steamboats. In 1800 there was not a single railroad in the world. In the United States alone there are now 8,797 miles of railroad, costing \$286,000,000 to build, and about 22,000 miles of railroad in England and America. The locomotive will now travel in an hour, a distance, which, in 1800, required a whole day to accomplish. In 1800 it took weeks to convey intelligence between Philadelphia and New Orleans, now it can be accomplished in minutes through the electro-telegraph, which only had its beginning in 1843. The

electro-magnet was discovered in 1821. Electrotyping was discovered only a few years ago. Hoe's printing press, capable of printing 10,000 copies an hour, is a very recent discovery, but of a most important character. Gas light was unknown in 1800, now every city and town of any pretence is lighted with it, and we have the announcement of a still greater discovery by which light, heat, and motive power may be all produced from water, with scarcely any cost.

Daguerre communicated to the world his beautiful invention in 1839. Gun cotton and chloroform are discoveries but a few years old. Astronomy has added a number of new planets to the solar system. Agricultural chemistry has enlarged the domain of knowledge in the important branch of scientific research, and mechanics have produced facilities of production, and means of accomplishing an amount of labor, which far transcends the ability of united manual effort. The triumphs achieved in this last branch of discovery and invention are enough to mark the last century as that which has most contributed to augment personal comforts, enlarge the enjoyments, and add to the blessings of man. What will the next half century accomplish? We may look for still greater discoveries; for the intellect of man is awake, exploring every mine of knowledge, and searching for information useful to every department of art and industry.—*Philadelphia Ledger.*

HASAEL. A PARABLE.

[TRANSLATED FROM THE GERMAN.]

Hasael, the son of an Eastern prince, after having been carefully instructed in all the wisdom of the age at home, was sent to Persia, by his father, to increase his information and acquaint himself with the customs and manners of people abroad. Having grown to be a discerning youth, he was left wholly to himself, with no one either to guide or direct him in his journeyings.

No sooner had Hasael arrived in Persia, than, tempted by the various amusements and luxuries of the city, he became unmindful of his royal calling, and thoughtlessly gave way to the suggestions of his own evil thoughts and wishes.

Thus was he one day loitering about in the pleasure-garden at Ispahan, when his attention was suddenly drawn to an aged Pilgrim, who was no other than his former teacher, Serujah.

Hasael had no sooner recognized his old teacher, than he asked with surprise: "How came you here, and whither are you going?" "That is more than I know myself," was the simple reply. "What!" exclaimed the youth, "you have left home and friends, and came to this strange land without being able to tell what your object is in so doing?" "I have lost sight of the object of my journey," replied Serujah, "and therefore wander about in every direction, choosing only such roads as seem to me the broadest and the most agreeable." "But what will be the end of such a course?" inquired the astonished youth. "I know not; why need I trouble myself about that?" rejoined Serujah, carelessly.

Then turned Hasael around to some that stood near him, and said,—"This man was not long since my teacher, and possessed much knowledge; but it seems that he has become foolish, and acts as one that has lost his reason. Alas! what a fearful change has taken place in him!"

Then stepped Serujah before the youth, and, flinging down his travelling-bag, he said,—"You are certainly correct when you say that a change has taken place in me; but this is equally true of you, and to a more fearful extent. In times past, I was your guardian and guide, and you hearkened to my counsels and followed my directions; but since I ceased to be your instructor, I came to follow you. And now understand that my manner of travelling, which made me forget the road and the object of the journey, is precisely your manner; and understanding, of which you thought me bereft, has well nigh left you. Who now is the greater fool, you or I, and which of us is pursuing the worst road?"

Then acknowledged Hasael his guilt, and returned straight-way to the path of wisdom which Serujah had taught him.—*N. O. Presbyterian.*

To scold persons who confess is the best way to put an end to confessions.

The memory of the aged remembers least what happened last.

The wisdom of one age is generally the folly of the next.

A NORMAL COLLEGE.

The Legislature of North Carolina has just established a College exclusively for the education of teachers. The act establishing it does not say what is to be the course of instruction, and, therefore, we can not compare the College with our Normal Schools. We subjoin a portion of the act, to show the character of the Institution, and we particularly commend the fifth section to the notice of our school committees, who not only have to examine every teacher, but to examine the same teacher every year.

Sec. 3. *Be it further enacted*, That the said College shall be under the supervision, management and government of a President and such other persons as the trustees may appoint: the said president, with the advice of the other persons so appointed, shall from time to time make all needful rules and regulations for the internal government of said College, and fix the number and compensation of teachers to be employed therein, and prescribe the preliminary examination and the terms and conditions on which pupils shall be received and instructed, and the number of pupils to be received from the respective counties.

Sec. 5. *Be it further enacted*, That when any pupil shall have sustained a satisfactory examination in the studies, or course of studies, prescribed by the faculty and trustees of said College, such person shall be deemed qualified to teach common schools, and may receive a certificate, signed by the president and at least seven trustees, which certificate shall be sufficient evidence of ability to teach in any of the common schools in this State, without any re-examination by the county committees; and where county certificates are now required before paying out the public funds, the certificate of the Normal College shall answer in lieu thereof.

Sec. 7. *Be it further enacted*, That all the pupils entering said College shall first sign a declaration, in a book to be kept by the president for that purpose, as follows:—"We, the subscribers, hereby declare that it is our intention to devote ourselves to the business of teaching common schools in the State of North Carolina, and that our sole object in resorting to this Normal College is the better to prepare ourselves for that important duty,"—which declaration it shall be the duty of the president to explain to the pupils before they sign the same.

THE EARNEST TEACHER.

The earnest teacher is one who is ever anxious to benefit those who are committed to his charge. In communicating knowledge, he always seeks to do them good. In recurring to any subjects, whether literary, moral, or religious, he has their interests,—their future, their permanent interests,—at heart. Whatever plans connected with education he forms, whatever discipline he maintains, whatever punishment he inflicts, whatever encouragements he administers, whatever tasks he imposes, he has only *one* solicitude, namely, the improvement, the steady and decisive improvement, of those who are entrusted to his special care. Their character he wishes to form ; their judgment he wishes to enlighten and direct ; their understandings he wishes to discipline and expand ; their tastes he wishes to create and foster, and to see that they are pure and healthful ; their faculties generally he wishes to harmonize and strengthen. In one word, their true dignity and happiness he wishes to secure and increase.—*Rev. T. Wallace.*

PRUSSIAN SCHOOLMASTERS.

The local committee selects a teacher out of the body of trained teachers, who have passed examination and obtained the right diploma. The teacher is presented to the parish by the ministers, in church, with earnest ceremony. He acts thereafter, in church, as organist and leader of the choir. Great pains are taken by the law to secure for him due respect. His diploma stamps him a well educated man. He has been taught field botany, and lore of household medicine, which makes him a useful oracle to the surrounding peasantry. His salary is, in no case, allowed to fall below a certain fixed amount ; and no parish, after having raised the salary it pays, will be permitted ever again to reduce it. It is collected for him by local officers and placed in his hands without trouble to himself. And no teacher, once chosen, can be dismissed by any freak of local jealousy. His neighbors must state their complaints, if they have any, to the Regirung ; he may appeal against dismissal to the Minister of Public Instruction at Berlin, or, if it so please him, to the King.—*Exchange Paper.*

MORAL AND ARITHMETICAL CRITICISM.

"MR. EDITOR,—In the 53d of the Christian Hymns, published by a committee of the Cheshire Pastoral Association, fifteenth edition, I find the following lines :—

'Man is *naught*, is less than *naught*,
Thou, our God, art all in all.'

How bad, sir, must a man be to be less than *naught*? Is he not positively good?"

Our correspondent undoubtedly sees that his question is based upon a typographical error, which, we trust, has not run through the fifteen editions without being discovered! [ED.

THE LAW OF KINDNESS.

Speaking of the severity of human punishments, the author of Lyrical Ballads says :—

With other ministrations, thou, O Nature,
Healest thy wandering and distempered child.
Thou pourest on him thy soft influences,
Thy sunny hues, fair forms, and breathing sweets,
Thy melodies of woods, and winds, and waters,
Till he relent, and can no more endure
To be a jarring and discordant thing,
Amid this general dance and minstrelsy,—
But, bursting into tears, wins back his way,
His angry spirit healed and humanized
By the benignant touch of love and beauty.

[F] Do not forget to secure immediately FOWLE'S PHYSIOLOGICAL DIAGRAMS, and his OUTLINE MAPS, the cheapest and best for common schools yet published. Eight Maps at \$3 to 4; Eight Diagrams, \$4 to 5. The KEY is now ready.

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